

R. E. DAVIS ELEMENTARY

345 Eastern School Road
Sumter, SC 29153

GRADES PK-5 Elementary School

ENROLLMENT 449 Students

PRINCIPAL Dr. Mary B. Hallums 803-495-3243

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	9	58	49	4

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

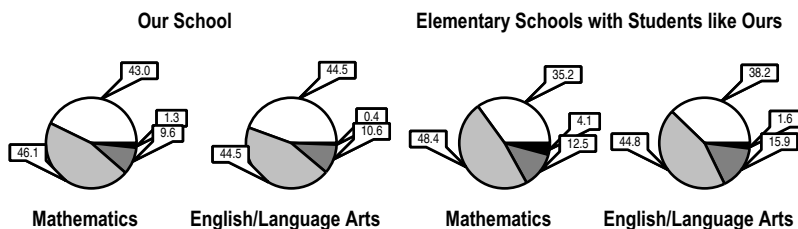
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	70	28
Percent satisfied with learning environment	93.3%	94.1%	84.6%
Percent satisfied with social and physical environment	96.6%	82.9%	72.0%
Percent satisfied with home-school relations	83.3%	97.1%	84.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	247	99.6	44.5	44.5	10.6	0.4	11.0	17.6
Gender								
Male	135	99.3	52.9	39.7	7.4	N/A	7.4	17.6
Female	112	100.0	35.9	48.5	14.6	1.0	15.5	17.6
Racial/Ethnic Group								
White	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	241	99.6	45.0	44.1	10.4	0.5	10.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	201	99.5	39.3	48.7	11.5	0.5	12.0	17.6
Disabled	46	100.0	72.2	22.2	5.6	N/A	5.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	247	99.6	45.1	43.8	10.7	0.4	11.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	247	99.6	45.1	43.8	10.7	0.4	11.2	17.6
Socio-Economic Status								
Subsidized meals	226	99.6	46.1	44.1	9.8	N/A	9.8	17.6
Full-pay meals	21	100.0	35.0	40.0	20.0	5.0	25.0	17.6

Mathematics								
All students	247	100.0	43.0	46.1	9.6	1.3	11.0	15.5
Gender								
Male	135	100.0	45.1	45.9	7.4	1.6	9.0	15.5
Female	112	100.0	40.8	45.6	12.6	1.0	13.6	15.5
Racial/Ethnic Group								
White	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	241	100.0	43.5	45.3	9.9	1.3	11.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	201	100.0	37.5	50.0	10.9	1.6	12.5	15.5
Disabled	46	100.0	72.2	25.0	2.8	N/A	2.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	247	100.0	43.1	45.8	9.8	1.3	11.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	247	100.0	43.1	45.8	9.8	1.3	11.1	15.5
Socio-Economic Status								
Subsidized meals	226	100.0	44.9	45.4	9.3	0.5	9.8	15.5
Full-pay meals	21	100.0	25.0	50.0	15.0	10.0	25.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	63	N/A	41.3	39.7	15.9	3.2	19.0
	Grade 4	65	N/A	20.3	59.4	18.8	1.6	20.3
	Grade 5	63	N/A	34.9	55.6	9.5	N/A	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	40.8	42.3	15.5	1.4	16.9
	Grade 4	86	98.8	51.3	38.5	10.3	N/A	10.3
	Grade 5	85	100.0	41.0	52.6	6.4	N/A	6.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	63	N/A	47.6	44.4	6.3	1.6	7.9
	Grade 4	65	N/A	29.7	48.4	21.9	N/A	21.9
	Grade 5	63	N/A	41.3	39.7	12.7	6.3	19.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	50.7	43.7	5.6	N/A	5.6
	Grade 4	86	100.0	50.6	41.8	7.6	N/A	7.6
	Grade 5	85	100.0	28.2	52.6	15.4	3.8	19.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 449)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 5.2%	2.8%	2.4%
Attendance rate	96.3%	Down from 97.6%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.9%	Up from 7.8%	5.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Down from 8.5%	8.0%	8.0%
Older than usual for grade	2.0%	Down from 2.7%	2.8%	1.1%
Suspended or expelled	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	50.0%	Down from 60.0%	46.0%	50.0%
Continuing contract teachers	76.5%	Down from 80.0%	78.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.5%	Up from 82.3%	80.3%	86.2%
Teacher attendance rate	95.7%	Up from 93.8%	95.0%	95.3%
Average teacher salary	\$39,183	Down 4.0%	\$38,109	\$39,909
Prof. development days/teacher	12.4 days	N/R	13.5 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	17.2 to 1	Down from 20.7 to 1	17.0 to 1	18.9 to 1
Prime instructional time	91.4%	Up from 90.2%	88.5%	89.7%
Dollars spent per pupil*	\$6,911	Down 8.7%	\$6,712	\$5,892
Percent spent on teacher salaries*	67.1%	Up from 57.5%	63.8%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.8%	Up from 61.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

R. E. Davis Elementary School is committed to improving student achievement for all of our students. Our staff is dedicated and highly trained in a variety of teaching styles and works to ensure that each child gets the individual attention needed to succeed. Teachers use the South Carolina Standards and the New Standards Performance Standards to provide a standards-driven curriculum. America's Choice School Design, a comprehensive reform demonstration model is in its fifth year of implementation. Students are provided unique opportunities to learn in all academic subjects. Our theme, "Literacy: The Path to Excellence," coupled with our slogan, "High Academic Excellence: No Alibis, No Excuses, No Exceptions," serves as the driving force for our meeting and exceeding goals.

Through the use of computers in the classroom and our computer labs, students in all grades are exposed to concepts and skills necessary to succeed in the 21st century. Students in each classroom receive hands-on technology training, use manipulatives, and participate in cooperative learning activities that prepare them for the world of work and beyond.

For each of the past three years, the students from neighboring closed schools have been relocated to our school. A major priority has been the integration of these students into the student population at our school. All staff members have worked hard to make the transition smooth academically, socially and physically. Special sessions have been provided for both students and parents. Personalized guidance services have been available by teachers and counselors. Our teachers work to instill a sense of character and pride that will enable all of our students to succeed.

Dr. Mary B. Hallums, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.